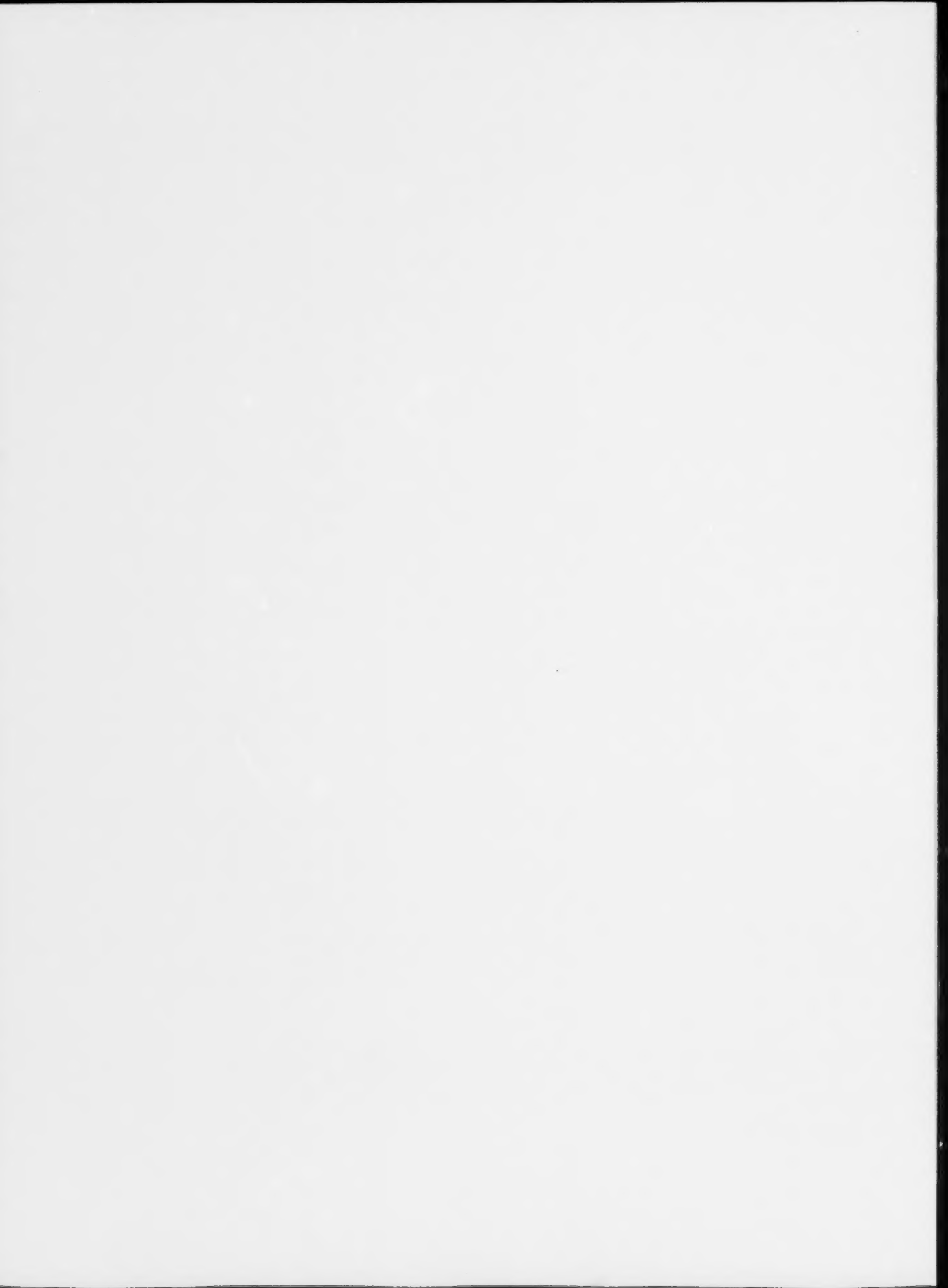


*Sector-Specific Guide*

# **Business**

DRAFT 2007–2008



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## A. Overview

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The Specialist High Skills Majors (SHSM), launched in September 2006, are part of the Student Success Strategy initiative, which focuses on expanding quality learning opportunities and supporting success for all students. The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD). This career-focused program is also designed to help prepare students to make the transition from secondary school to apprenticeship training, college, university, or the workplace. An SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their chosen postsecondary goals.

The ministry has published the *Specialist High Skills Major Implementation Guide*, as well as sector-specific guides, like this one, for each of the SHSM economic sectors. Boards and schools are strongly encouraged to refer to the *SHSM Implementation Guide* along with the SHSM sector-specific guides when planning and implementing an SHSM.

This guide provides information about the five required components of the SHSM—Business, sample pathways for the SHSM, examples of postsecondary programs in the sector, a list of resources, and profiles of the programs that were being offered in Ontario schools in 2007–08.

## B. Advantages of Earning a Specialist High Skills Major (SHSM) in Business

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In 2006, over a third of Canada's workforce of approximately 14.5 million people was employed in the fields of trade and commerce, finance and insurance, administration and support, and real estate and leasing.\* As the central pillar of Canada's economy, the business sector is bursting with opportunities, stretching from positions as accountants and clerks to administrators and retailers. As long as there is commerce, qualified and knowledgeable workers in business will find prospects either in one of Canada's prospering companies or as an entrepreneur in one of their own.

The SHSM–Business enables students to build a foundation of sector-focused knowledge and skills before graduating and entering a postsecondary destination, whether it be apprenticeship training, college, university, or an entry-level position in the workplace. Depending on local circumstances, the SHSM–Business may be designed to have a particular focus – for example, on entrepreneurship, finance, accounting, retail, marketing, international business, business leadership, information and communication technology, economics, management and administration, or event planning.

Pursuing the Specialist High Skills Major–Business enables students to:

- customize their secondary school education to suit their interests and talents while meeting the requirements for the OSSD;
- select a bundle of 9 or 10 required credits focused on sector-specific knowledge and skills that are:
  - valued by the business sector and postsecondary educational institutions;
  - designed to help prepare students for a postsecondary destination of their choice in this economic sector;
  - designed with the flexibility to allow students to shift between pathways (e.g., switch from a pathway leading to college to an apprenticeship pathway) or to discontinue the SHSM program should their career plans change in Grade 11 or 12;
- provide evidence of achievement of the required components of the SHSM (e.g., sector-recognized certifications) for prospective employers and postsecondary educational institutions;
- explore, identify, and refine career goals to make informed decisions about their postsecondary options;

\* Statistics Canada, *Survey of Employment, Earning and Hours*, 2007 at [www.statcan.ca/english/freepub/72-002-XIB/72-002-XIB2007005.pdf](http://www.statcan.ca/english/freepub/72-002-XIB/72-002-XIB2007005.pdf).

- take part in “reach ahead” experiences that will help them gain confidence in their ability to be successful, refine skills and work habits, and make an informed choice about future careers and next steps;
- develop Essential Skills and work habits that are required in the sector, and have their performance of those skills and work habits assessed and documented, using tools connected with the Ontario Skills Passport;
- access resources, equipment, and expertise that may not be available in their secondary school.

## C. Required Components for the SHSM–Business

### Required Components for the SHSM–Business

1. a bundle of 9 or 10 Grade 11 and Grade 12 credits that includes:
  - i) 4 business major credits that provide sector-specific knowledge and skills;
  - ii) 3 other required credits in the workplace pathway, and 4 other required credits in all other pathways, from the Ontario curriculum, in English and mathematics. In these courses, some expectations are met through learning activities contextualized to the business sector;
  - iii) 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, apply, and practise sector-specific knowledge and skills
2. 6 sector-recognized certifications and/or training courses/programs (4 compulsory and a choice of 2 from a list of additional certifications and training courses/programs)
3. experiential learning activities within the sector
4. "reach ahead" experiences connected with the student's postsecondary pathway
5. development of Essential Skills and work habits required in the sector, and use of the Ontario Skills Passport (OSP) for purposes of documentation

Students earning an SHSM receive an OSSD with the red SHSM seal, as well as an SHSM Record that documents the student's achievement of the required components.

The five required components for an SHSM diploma designation are designed to give students a rich and varied range of curriculum-based and experiential learning experiences, as a foundation for making a successful transition to their chosen postsecondary education or training program or occupation.

Local circumstances, such as facilities and equipment, staff qualifications, partnerships, and agreements, determine how the SHSM's required components can be offered to students. Depending on these circumstances, the components may be delivered in a secondary school, college, training centre, other approved site, or a combination of these delivery settings. See the *SHSM Implementation Guide* for more information on delivery models.

**No substitutions for any of the five required components of an SHSM are permitted.**

## I. Bundled Credits

Each SHSM has a bundle of credits that consists of major credits, other required credits, and cooperative education credits. The bundle for the SHSM–Business consists of:

- i) 4 major credits;
- ii) 4 other required credits in the apprenticeship training, college, and university pathways; 3 other required credits in the workplace pathway;\*
- iii) 2 cooperative education credits.

The credits in the bundle prepare students for one of four postsecondary options – apprenticeship training, college, university, or the workplace.

### i) Major credits

Each SHSM has four major credits that enable students to build a foundation of sector-focused knowledge and skills. The major credits may be:

- credits for Ontario curriculum courses;
- credits for ministry-approved locally developed courses (LDCs); or
- dual credits, which are subject to their own approval policies and procedures.

An SHSM can be designed to focus on a specific area within the given sector – for example, the SHSM–Business can focus on entrepreneurship, marketing, accounting, or some other area of business. This focus is achieved through the selection of the four major credits in the bundle. Depending on local circumstances, boards may elect to offer one or more variants of the SHSM in a given sector, each with a particular area of focus. Where a choice of focus areas is offered, students are required to select *one*.

### ii) Other required credits

In addition to the major credits, each SHSM includes *other required credits* from the Ontario curriculum. (In the SHSM–Business, the other required credits are in English and mathematics.) These courses are delivered by the teachers of the required subjects, and involve the use of contextualized learning activities (CLAs), which enable students to connect their learning in these courses to their SHSM sector. CLAs are based on curriculum expectations from the required course. One or more CLAs, totalling a minimum of six hours in length, must be incorporated into each required course. (A CLA template is provided in Appendix A.)

### iii) Cooperative education credits

Cooperative education provides authentic learning experiences in a workplace setting that enable students to refine, extend, apply, and practise the sector-specific knowledge and skills acquired in the bundle of credits. Each SHSM requires that students complete a minimum of two credits in cooperative education linked to the major credits. (More than two credits are recommended, if the student's timetable permits.)



Students may earn their minimum of two cooperative education credits in Grade 11 and/or Grade 12, as a single credit in each grade or a double credit in one grade. (Students in the university pathway, however, are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.) Depending on local circumstances, students may have to complete their cooperative education credits through continuing education, in the summer, or through virtual cooperative education. See *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*.

### Summary of the Required Credits in the Bundle for the SHSM–Business

The required credits in the bundle for the SHSM–Business are identified in the table below. No substitutions for the credits in the bundle are allowed, and the credits must be at the specified grade level. School boards are required to submit for ministry approval their proposed pathway chart for each SHSM offered by their schools, indicating the credits in each bundle by pathway and, where applicable, by area of focus. Once a credit bundle is approved, the board may not change any of the credits in the bundle for that school year.

#### Required Credits in the Bundle for the SHSM–Business

Credits	Apprenticeship Training		College		University		Workplace	
	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Business Major	2	2	2	2	2	2	2	2
English	1	1	1	1	1	1	1	1
Mathematics	1	1	1	1	1	1	1	
Cooperative Education	2		2		2		2	
Total number of credits	10		10		10		9	

A pathways chart is given on page 14, showing subjects and courses that students could take to explore the SHSM–Business in Grades 9 and 10, and courses they would have to take in Grades 11 and 12 to complete this specialized program. Sample bundles of credits that would meet the requirements for the SHSM–Business in two areas of focus – accounting and entrepreneurship – are provided in the charts on pages 15 and 16.

## 2. Sector-Recognized Certification and Training

Sector-recognized certifications and training courses/programs, including those addressing safety, are important for students who are working towards the SHSM and provide them with an advantage when they are entering the workforce, whatever their chosen career goal may be.

Certification and training courses/programs must:

- be delivered by a certified trainer – a person recognized by the certification provider or by the sector as an authority. (This requirement does not apply to WHMIS.);
- include an assessment and evaluation component;
- include, wherever possible, documentation such as a certificate or other proof of completion for the student's portfolio and the student's SHSM Record. The SHSM Record will indicate the title of each certification earned or training course/program completed, the number of hours involved, and the date the certification/training was completed.

The SHSM in business requires students to complete six (6) sector-recognized certifications and/or training courses/programs. Of these, four (4) are compulsory and the remaining two (2) are to be chosen from the list in the following chart. These requirements are summarized below:

**SHSM—Business: Sector-Recognized Certification and Training**

Four (4) compulsory			
Cardio-Pulmonary Resuscitation (CPR)	Standard First Aid	customer service	generic (i.e., not site-specific) instruction about the Workplace Hazardous Materials Information System (WHMIS)
Two (2) from the list below			
counterfeit detection	ergonomics	office health and safety	a personality inventory
retail representative	successful exhibiting	Summer Company Program	

**Note:** Items that are capitalized are the *proper names* of specific certifications or training courses/programs that are appropriate for the SHSM. Items that are lowercased are names of the areas or categories within which specific certification or training courses/programs should be selected by the school or board.

Boards and schools may provide opportunities for students to complete additional training.

**No substitutions for items in the above lists or changes in the *number* of required certifications and training courses/programs are permitted.**

### 3. Experiential Learning Activities

The SHSM experiential learning requirement consists of planned learning activities that take place outside the traditional classroom setting. Experiential learning, which can include job shadowing, job twinning, work experience, virtual work experience, and cooperative education (see Appendix B), enables students enrolled in the SHSM to find out about opportunities available to them in connection with the careers that interest them.

Experiential learning activities give students opportunities to explore, observe, participate in, and reflect on a variety of sector-specific experiences and careers. They also enable students to increase their awareness of, and develop, the Essential Skills and work habits required in the sector, and have their performance of those skills and habits assessed and documented, using tools connected with the Ontario Skills Passport. An experiential assignment or task could require students to identify examples of how the Essential Skills are applied in administrative and management occupations (e.g., retail sales associate, accountant) in a business.

Experiential learning opportunities could include:

- one-on-one observation of a cooperative education student in a placement in the business sector (example of job twinning);
- a day-long observation of a business person (example of job shadowing);
- a one- or two-week work experience with a member of a business association or a professional in the sector (example of work experience);
- attendance at college or university classes in the student's area of interest;
- attendance at a retail show (e.g., home show or craft show), conference, or workshop focusing on the business sector;
- participation in a local, provincial, or national contest or competition with a focus on business;
- a tour of the local Chamber of Commerce.

An experiential learning activity connected with the student's postsecondary pathway can be considered a "reach ahead" experience (see section 4, below). For example, job shadowing an accountant in a local business would be an experiential learning activity for all students in a Business SHSM, but it could also be a "reach ahead" activity for a student considering a career as an accountant. Note, however, that the activity can be recorded *only once* on the student's SHSM Record – as either an experiential learning activity or a "reach ahead" experience. This restriction reflects the expectation, described earlier, that the student's SHSM program will offer a rich and varied range of experiential learning opportunities.

Cooperative education is also a form of experiential learning. However, for the purposes of the SHSM program requirements and the student's SHSM Record, the two cooperative education credits must be counted as part of the SHSM bundled credit requirement.

Experiential learning placements for students must be arranged by the school and must meet the following requirements:

- A placement must be assessed by a teacher before the student is assigned to it to ensure that the placement offers a positive learning environment and a safe workplace. (See *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*, 2000. Available online at [www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf](http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf).)
- A placement must have Workplace Safety and Insurance Board coverage through the ministry or the workplace. (See Policy/Program Memorandum No. 76A, September 27, 2000; excerpted in Appendix B of the *SHSM Implementation Guide*.)

For more information consult *Live Safe! Work Smart! Appendix for Cooperative Education and Other Forms of Experiential Learning*, at [www.livesafeworksmart.net/english/coop/coop\\_apdx.htm](http://www.livesafeworksmart.net/english/coop/coop_apdx.htm).

For a summary of the regulations governing age requirements for working in and/or visiting workplaces in Ontario, see Appendix C.

#### 4. “Reach Ahead” Experiences

Students in the SHSM in business must have learning experiences connected with their postsecondary pathway. “Reach ahead” experiences can range from visiting a college to investigate the program a student is considering, to sitting in on university classes in a student’s field of interest, to discussing the postsecondary education, training, and experiences of someone in the occupation a student is interested in. These experiences can vary in length – from a few hours to the time necessary for a full course. Examples include:

- *Workplace*: interviewing a clerk at a local retail business
- *Apprenticeship training*: assisting a special events planner for a day
- *College*: monitoring college classes in the student’s area of interest in business for a day
- *University*: spending a day touring the business faculty at a university
- *All pathways*: attending a conference or trade show hosted by a Chamber of Commerce

Every “reach ahead” experience should have an assignment or task associated with it. For example, the assignment for a student considering an apprenticeship pathway could be to interview a special events coordinator to discover details about his or her training, and to write a report summarizing the events coordinator’s answers.

#### 5. Development of Essential Skills and Work Habits, and Use of the Ontario Skills Passport (OSP) for Purposes of Documentation

Human Resources and Social Development Canada (HRSDC) has identified and validated the Essential Skills that people need for life, learning, and work. Essential Skills are foundational skills that make it possible to learn technical skills and other job- or workplace-specific skills.

They are skills that enable people to perform tasks required in their jobs and to participate fully in the workplace and in the community. These Essential Skills are transferable from school to work, job to job, and sector to sector. The Ministry of Education and the Ministry of Training, Colleges and Universities have developed the Ontario Skills Passport (OSP) on the basis of the HRSDC's Essential Skills. The OSP also incorporates work habits that are beneficial not only for work but also for life and learning. The skills and work habits included in the OSP are as follows:

Essential Skills	Work Habits
<ul style="list-style-type: none"> <li>• Reading Text</li> <li>• Writing</li> <li>• Document Use</li> <li>• Computer Use</li> <li>• Oral Communication</li> </ul> <p><i>Numeracy</i></p> <ul style="list-style-type: none"> <li>• Money Math</li> <li>• Scheduling or Budgeting and Accounting</li> <li>• Measurement and Calculation</li> <li>• Data Analysis</li> <li>• Numerical Estimation</li> </ul> <p><i>Thinking Skills</i></p> <ul style="list-style-type: none"> <li>• Job Task Planning and Organizing</li> <li>• Decision Making</li> <li>• Problem Solving</li> <li>• Finding Information</li> </ul>	<ul style="list-style-type: none"> <li>• Working Safely</li> <li>• Teamwork</li> <li>• Reliability</li> <li>• Organization</li> <li>• Working Independently</li> <li>• Initiative</li> <li>• Self-Advocacy</li> <li>• Customer Service</li> <li>• Entrepreneurship</li> </ul>

The Ontario Skills Passport provides clear descriptions of Essential Skills that are used in nearly all occupations and of work habits that are important for success in the workplace. The OSP provides a common language that helps students build competence and confidence and make connections between school and their prospective careers. The OSP also provides employers with a consistent method of assessing the student's demonstration of these skills and work habits in the workplace.

Sector representatives consulted on the development of the SHSMs emphasized the importance of the Essential Skills and work habits included in the OSP. Students pursuing an SHSM–Business track their development of Essential Skills and work habits in their OSP Work Plan throughout their experiential learning activities (including cooperative education placements and “reach ahead” experiences). In consultation with the teacher, employers assess each student's demonstration of Essential Skills and work habits identified in the OSP and record their assessments in the student's OSP Work Plan.

See the *SHSM Implementation Guide* for more information about the OSP and how it can be used in connection with an SHSM program. The OSP website (<http://skills.edu.gov.on.ca>) also offers resources for the use of the OSP in SHSM programs.

## D. Pathways for the SHSM–Business

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This section contains the following:

- ideas that schools and boards can use to promote awareness and exploration of the SHSM–Business among students and to help students as they make the decision to specialize in this program
- a chart showing a pathways template for completing the SHSM–Business
- charts containing sample bundles of credits for the SHSM–Business, with a focus on accounting and entrepreneurship

### **Strategies for Promoting and Suggestions for Planning the SHSM–Business**

#### **Grades 7 and 8: Awareness**

The following are examples of strategies that boards and schools can use to build Grade 7 and 8 students' awareness of the SHSM program:

- organize field trips, competitions, and activities in the community that are specific to the SHSM
- host presentations or talks on careers with guest speakers and mentors from the sector
- hold a summer program sponsored by the sector before students enter secondary school
- organize experiences at a secondary school in the program related to this sector
- invite current SHSM–Business students to share their experiences

#### **Grades 9 and 10: Exploration**

Students who are considering pursuing the SHSM–Business can be encouraged to enrol in the following courses to become better informed about careers and postsecondary options related to the business sector:

- **Introduction to Business:** A Grade 9 course recommended for all SHSM pathways that have a business focus. It provides students with opportunities to explore a variety of business topics by engaging in activities related to them.
- **Career Studies (compulsory) and Discovering the Workplace:** Some of the expectations in these Grade 10 courses provide opportunities for students to explore occupations and other postsecondary options in the sector and to participate in experiential learning activities.



- Information and Communication Technology in Business: Recommended for any Grade 10 student who is considering entering an SHSM–Business. It provides students with opportunities to explore the business sector, identify personal interests and aptitudes, and investigate the SHSM–Business.

### Grades 11 and 12: Specialization

Students acquire the sector-specific knowledge and skills required to earn their OSSD with an SHSM–Business by completing its five required components. Students and their parents/guardians are encouraged to consult with guidance counsellors and teachers to select the courses that will enable them to pursue their goals.

Students pursuing an apprenticeship pathway should consider the Ontario Youth Apprenticeship Program (OYAP), which enables them to start an apprenticeship while earning their OSSD.

## Pathways Template for the SHSM–Business

- Shaded boxes – required credits in the bundle for the SHSM–Business • (C) – compulsory credits for the OSSD • (R) – courses that are recommended in light of the student's pathway and career interests

Grade 9 Exploration	Grade 10 Exploration	Apprenticeship Training Pathway Specialization		College Pathway Specialization		University Pathway Specialization		Workplace Pathway Specialization	
		Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit
(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English
(C) Mathematics	(C) Mathematics	(C) Mathematics	Mathematics	(C) Mathematics	Mathematics	(C) Mathematics	Mathematics	(C) Mathematics	(R) Mathematics
(C) Science	(C) Science	(R) Additional Business Studies or related credit	(R) Additional Business Studies or related credit	(R) Additional Business Studies or related credit	(R) Additional Business Studies or related credit	(R) Additional Business Studies or related credit	(R) Additional Business Studies or related credit	(R) Additional Business Studies credit	An optional or a compulsory credit
(C) Geography of Canada	(C) Canadian History	Business Major	Business Major	Business Major	Business Major	Business Major	Business Major	Business Major	Business Major
(C) Core French	(C) Career Studies/ Civics	Business Major	Business Major	Business Major	Business Major	Business Major	Business Major	Business Major	Business Major
(C) Healthy Active Living Education	(C) The Arts	May be used as a (C) Cooperative Education (2 credits) in either Gr. 11 or Gr. 12		May be used as a (C) Cooperative Education (2 credits) in either Gr. 11 or Gr. 12		May be used as a (C) Cooperative Education (2 credits) recommended in Gr. 11*		May be used as a (C) Cooperative Education (2 credits) in either Gr. 11 or Gr. 12	
(R) Introduction to Business	(R) Business Studies credit	An optional or a compulsory credit	(R) Cooperative Education	An optional or a compulsory credit	(R) Cooperative Education or Communications Technology	An optional or a compulsory credit	An optional or a compulsory credit	(R) Cooperative Education or Communications Technology	(R) Cooperative Education or Communications Technology

\* Students in the university pathway are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.



## Sample Bundles of Credits for the SHSM–Business: Accounting Focus

- Shaded boxes – required credits in the bundle for the SHSM–Business
- (C) – compulsory credits for the OSSD
- (R) – courses that are recommended in light of the student's pathway and career interests
- The letters C, E, M, O, and U at the end of course codes indicate the following types of courses: C – college preparation; E – workplace preparation; M – university/college preparation; O – open; U – university preparation
- A list of all courses that are approved for inclusion in the bundle of credits for an SHSM–Business is available on the Ministry of Education website, at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

Apprenticeship Training Pathway		College Pathway		University Pathway		Workplace Pathway	
Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit
(C) ENG3C English	(C) ENG4C English	(C) ENG3C English	(C) ENG4C English	(C) ENG3U English	(C) ENG4U English	(C) ENG3E English	(C) ENG4E English
(C) MBF3C Foundations for College Mathematics	MAP4C Foundations for College Mathematics	(C) MBF3C Foundations for College Mathematics	MAP4C Foundations for College Mathematics	(C) MCR3U Functions	MDM4U Mathematics of Data Management	(C) MEL3E Mathematics for Work and Everyday Life	(R) MEL4E Mathematics for Work and Everyday Life
(R) HIP3E Managing Personal Resources	(R) BDV4C Entrepreneurship: Venture Planning in an Electronic Age	(R) HIR3C Managing Personal and Family Resources	(R) BDV4C Entrepreneurship: Venture Planning in an Electronic Age	(R) CIE3M The Individual and the Economy	(R) CIA4U Analysing Current Economic Issues	(R) HIP3E Managing Personal Resources	GLN4O Navigating the Workplace
<b>Business Major</b> BMI3C Marketing: Goods, Services, Events	<b>Business Major</b> BAN4E Accounting for a Small Business	<b>Business Major</b> BMI3C Marketing: Goods, Services, Events	<b>Business Major</b> BAT4M Financial Accounting Principles	<b>Business Major</b> BAF3M Financial Accounting Fundamentals	<b>Business Major</b> BAT4M Financial Accounting Principles	<b>Business Major</b> BAI3E Accounting Essentials	<b>Business Major</b> BAN4E Accounting for a Small Business
<b>Business Major</b> BAI3E Accounting Essentials	<b>Business Major</b> BOG4E Business Leadership: Becoming a Manager	<b>Business Major</b> BAF3M Financial Accounting Fundamentals	<b>Business Major</b> BOH4M Business Leadership: Management Fundamentals	<b>Business Major</b> BDI3C Entrepreneurship: The Venture	<b>Business Major</b> BOH4M Business Leadership: Management Fundamentals	<b>Business Major</b> BMX3E Marketing: Retail and Service	<b>Business Major</b> BOG4E Business Leadership: Becoming a Manager
May be used as a (C) Cooperative Education (2 credits) in either Gr. 11 or Gr. 12		May be used as a (C) Cooperative Education (2 credits) in either Gr. 11 or Gr. 12		May be used as a (C) Cooperative Education (2 credits) recommended in Gr. 11*		May be used as a (C) Cooperative Education (2 credits) in either Gr. 11 or Gr. 12	
BTA3O Information and Communication Technology: The Digital Environment	(R) EBT4O Communication in the World of Business and Technology	BTA3O Information and Communication Technology: The Digital Environment	(R) EBT4O Communication in the World of Business and Technology	CLU3M Understanding Canadian Law or TGJ3M Communications Technology	CLN4U Canadian and International Law or MCV4U Calculus and Vectors	(R) TGJ3E Communications Technology or BTA3O Information and Communication Technology: The Digital Environment	(R) EBT4O Communication in the World of Business and Technology

\* Students in the university pathway are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.

## Sample Bundles of Credits for the SHSM—Business: Entrepreneurship Focus

- Shaded boxes – required credits in the bundle for the SHSM—Business
- (C) – compulsory credits for the OSSD
- (R) – courses that are recommended in light of the student's pathway and career interests
- The letters C, E, M, O, and U at the end of course codes indicate the following types of courses: C – college preparation; E – workplace preparation; M – university/college preparation; O – open; U – university preparation
- A list of all courses that are approved for inclusion in the bundle of credits for an SHSM—Business is available on the Ministry of Education website, at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

Apprenticeship Training Pathway		College Pathway		University Pathway		Workplace Pathway	
Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit
(C) ENG3C English	(C) ENG4C English	(C) ENG3C English	(C) ENG4C English	(C) ENG3U English	(C) ENG4U English	(C) ENG3E English	(C) ENG4E English
(C) MBF3C Foundations for College Mathematics	(C) MAP4C Foundations for College Mathematics	(C) MBF3C Foundations for College Mathematics	(C) MAP4C Foundations for College Mathematics	(C) MCR3U Functions	(C) MDM4U Mathematics of Data Management	(C) MEL3E Mathematics for Work and Everyday Life	(R) MEL4E Mathematics for Work and Everyday Life
(R) BAI3E Accounting Essentials	(R) BAN4E Accounting for a Small Business	(R) BAF3M Financial Accounting Fundamentals	(R) BTX4C Information and Communication Technology: Multimedia Solutions	(R) CIE3M The Individual and the Economy	(R) CIA4U Analysing Current Economic Issues	(R) BAI3E Accounting Essentials	(R) GLN4O Navigating the Workplace
<b>Business Major</b> BDI3C Entrepreneurship: The Venture	<b>Business Major</b> BDV4C Entrepreneurship: Venture Planning in an Electronic Age	<b>Business Major</b> BDI3C Entrepreneurship: The Venture	<b>Business Major</b> BDV4C Entrepreneurship: Venture Planning in an Electronic Age	<b>Business Major</b> BDI3C Entrepreneurship: The Venture	<b>Business Major</b> BDH4M Business Leadership: Management Fundamentals	<b>Business Major</b> BMX3E Marketing: Retail and Service	<b>Business Major</b> BOG4E Business Leadership: Becoming a Manager
<b>Business Major</b> BMI3C Marketing: Goods, Services, Events	<b>Business Major</b> BOG4E Business Leadership: Becoming a Manager	<b>Business Major</b> BMI3C Marketing: Goods, Services, Events	<b>Business Major</b> BOH4M Business Leadership: Management Fundamentals	<b>Business Major</b> BAF3M Financial Accounting Fundamentals	<b>Business Major</b> BAT4M Financial Accounting Principles	<b>Business Major</b> BDP 30 Entrepreneurship: The Enterprising Person	<b>Business Major</b> BTX4E Information and Communication Technology in the Workplace
May be used as a (C) Cooperative Education (2 credits) in either Gr. 11 or Gr. 12		May be used as a (C) Cooperative Education (2 credits) in either Gr. 11 or Gr. 12		May be used as a (C) Cooperative Education (2 credits) recommended in Gr. 11*		May be used as a (C) Cooperative Education (2 credits) in either Gr. 11 or Gr. 12	
HIR3C Managing Personal and Family Resources or TGJ3E Communications Technology	(R) EBT4O Communication in the World of Business and Technology	HIR3C Managing Personal and Family Resources or TGJ3M Communications Technology	(R) EBT4O Communication in the World of Business and Technology	CLU3M Understanding Canadian Law or TGJ3M Communications Technology	CLN4U Canadian and International Law or MCV4U Calculus and Vectors	(R) TGJ3E Communications Technology or BTA3O Information and Communication Technology: The Digital Environment	(R) EBT4O Communication in the World of Business and Technology

\* Students in the university pathway are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.

## E. Occupations in the Business Sector

The National Occupational Classification (NOC) is a system that describes and classifies all occupations in Canada using four-digit codes called National Occupation Codes (NOCs). This system and the codes are the authoritative source for occupational information in Canada. Entering one of these four-digit codes in the "Quick Search" on the NOC website (<http://www23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml>) provides occupational information related to that career.

For more information on occupations, go to the Ontario Skills Passport website (<http://skills.edu.gov.on.ca>), click on "Occupations and Tasks" in the navigation bar, select "Sorted by NOC", and click on the "Sample Workplace Tasks" checkmark for one of the occupations to view a description of the occupation, an overview of the Essential Skills required in the occupation, a list of sample tasks for the occupation, and assessment tools and other career and employment information related to the occupation.

The following are examples of occupations in the business sector, with corresponding NOC codes, sorted according to the type of postsecondary education or training the occupations would normally require.

*Note:* Some of the names of occupations given below may differ slightly from the names in the NOC. The names listed here reflect common usage by institutions and organizations in this sector in Ontario.

### Apprenticeship Training

- Hardware, Lumber, and Building Materials Retailer 6421
- Parts Technician 1472
- Special Events Coordinator 1226

### College

- Accounting and Related Clerk 1431
- Administrative Clerk 1441
- Administrative Officer 1221
- Assessor, Valuator, and Appraiser 1235
- Banking, Insurance, and Other Financial Clerk 1434
- Bookkeeper 1231
- Conference and Event Planner 1226
- Court Officer and Justice of the Peace 1227
- Desktop Publishing Operator and Related Occupations 1423
- Insurance Adjuster and Claims Examiner 1233
- Legal Secretary 1242

	<p><b>College</b> <i>(continued)</i></p> <ul style="list-style-type: none"> <li>• Personnel and Recruitment Officer 1223</li> <li>• Personnel Clerk 1442</li> <li>• Professional in Business Service 1122</li> <li>• Purchasing Agent and Officer 1225</li> <li>• Retail and Wholesale Buyer 6233</li> <li>• Secretary (except Legal and Medical) 1241</li> <li>• Social Policy Researcher, Consultant, and Program Officer 4164</li> <li>• Specialist in Human Resources 1121</li> <li>• Supervisor, Finance and Insurance Clerks 1212</li> <li>• Supervisor – Recording, Distributing, and Scheduling 1215</li> </ul>
<p><b>University</b></p> <ul style="list-style-type: none"> <li>• Business Development Officer and Marketing Researcher and Consultant 4163</li> <li>• Economist and Economic Policy Researcher and Analyst 4162</li> <li>• Executive Assistant 1222</li> <li>• Financial and Investment Analyst 1112</li> <li>• Financial Auditor and Accountant 1111</li> <li>• Mathematician, Statistician, and Actuary 2161</li> <li>• Professional Occupation in Business Services 1122</li> <li>• Securities Agent, Investment Dealer, and Broker 1113</li> <li>• Social Policy Researcher, Consultant, and Program Officer 4164</li> <li>• Specialist in Human Resources 1121</li> </ul>	<p><b>Workplace</b></p> <ul style="list-style-type: none"> <li>• Accounting and Related Clerk 1431</li> <li>• Administrative Clerk 1441</li> <li>• Banking, Insurance, and Other Financial Clerk 1434</li> <li>• Court Clerk 1443</li> <li>• Customer Service Representative – Financial Services 1433</li> <li>• Customs, Ship, and Other Broker 1236</li> <li>• General Office Clerk 1411</li> <li>• Payroll Clerk 1432</li> <li>• Personnel Clerk 1442</li> <li>• Postal or Mail Clerk 1461</li> <li>• Purchasing and Inventory Clerk 1474</li> <li>• Real Estate Agent and Salesperson 6232</li> <li>• Receptionist, Admitting Clerk 1414</li> <li>• Records Management and Filing Clerk 1413</li> <li>• Retail and Wholesale Buyer 6233</li> <li>• Retail Salesperson and Sales Clerk 6421</li> <li>• Storekeeper and Parts Clerk 1472</li> </ul>

## F. Postsecondary Programs and Training Related to Careers in the Business Sector

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The following are examples of programs and training related to careers in the business sector and the accreditations or types of accreditation each results in:

### Apprenticeship Training

Construction Materials Retailer	Certificate of Apprenticeship/ Certificate of Qualification
Hardware, Lumber, and Building Materials Retailer	Certificate of Apprenticeship/ Certificate of Qualification
Special Events Coordinator	Certificate of Apprenticeship/ Certificate of Qualification

### College

Accounting and Finance	Diploma, advanced diploma, and bachelor's degree
Accounting Business Systems	Diploma
Administrative Assistant	Diploma
Advertising – Integrated Marketing Communications, Media Sales, Media Marketing and Sales, Creative Media, Graphic Design	Diploma
Advertising and Graphic Design	Diploma
Bachelor of Applied Business (in a wide range of areas, such as Fashion, Human Resources, Golf Tourism)	Bachelor's degree
Business – Insurance, Accounting, Marketing, Information Systems	Diploma
Business Administration	Diploma or advanced diploma

Business Administration – Automotive Marketing, Accounting, General, Marketing, Finance, Materials and Operations Management, Information Systems, International Business, Human Resources, Financial Planning, Management Studies, Materials Management and Distribution, Professional Golf	Diploma, advanced diploma, and bachelor's degree
Business Computer Systems	Diploma
Business Operations	Diploma
Business Skills and Marketing	Diploma
Community Economic and Social Development Administration	Diploma
Corporate Communications/Public Relations	Advanced diploma and bachelor's degree
E-Business Administration	Diploma
E-Business Supply Chain Management	Bachelor's degree
E-Commerce Management	Diploma
Economics	Bachelor's degree
Event Management	Diploma
Fashion Business	Diploma
Financial Planning, Financial Services	Diploma and bachelor's degree
General Business	Diploma and advanced diploma
Human Relations Management	Diploma
Human Resources Management	Advanced diploma
International Accounting and Finance	Bachelor's degree
International Business	Diploma and bachelor's degree
Marketing Administration	Diploma, advanced diploma, and graduate certificate
Materials and Operations Management	Advanced diploma
Office Administration – Executive, General, Legal, Medical	Certificate
Professional Accounting	Diploma
Professional Financial Service, Medical Intensive	Diploma
Public Institution Management and Administration	Diploma
Public Relations	Diploma

Small Business and Entrepreneurship	Diploma
Small Business Management	Diploma
Sports Business Management	Diploma

### University

Accounting	Bachelor's degree
Accounting and Financial Management	Bachelor's degree
Administrative Studies/Commercial Studies	Bachelor's degree
Advertising Design	Bachelor's degree
Business Administration	Bachelor's degree
Business and Computer Science	Bachelor's degree
Business and Mathematics	Bachelor's degree
Business Communications	Bachelor's degree
Commerce	Bachelor's degree
Commerce and Computer Science	Bachelor's degree
Commerce and Finance	Bachelor's degree
E-Business	Bachelor's degree
E-Commerce	Bachelor's degree
Economics	Bachelor's degree
Economics and Business	Bachelor's degree
Economics and Finance	Bachelor's degree
Entrepreneurial Management	Bachelor's degree
Entrepreneurship	Bachelor's degree
Environment and Business	Bachelor's degree
Finance	Bachelor's degree
Financial Mathematics	Bachelor's degree
Housing and Real Estate Management	Bachelor's degree
Human Resources Management/Industrial Relations	Bachelor's degree
International Business/International Economics	Bachelor's degree
International Investment Finance and Banking	Bachelor's degree
International Management	Bachelor's degree
International Trade	Bachelor's degree



Management Economics/Industry and Finance	Bachelor's degree
Marketing	Bachelor's degree
Mathematics and Business Administration	Bachelor's degree
Mathematics for Commerce	Bachelor's degree
Operational Research/Operations Management	Bachelor's degree
Organizational Studies/Leadership	Bachelor's degree
Retail Management	Bachelor's degree
Sports Administration/Sports Management	Bachelor's degree
Strategic Management in International Human Resources	Bachelor's degree
Sustainable Local Economic Development	Bachelor's degree

#### **Training for the Workplace**

Accounting and Information Technology	Certificate
Advanced Web Development for E-Business	Certificate
Advertising Design	Certificate
Business Foundations	Certificate
Business Management	Certificate
Business Office Skills	Certificate
Communications Excellence	Certificate
Customer Service Fundamentals – Insurance	Certificate
Customer Service Leadership	Certificate
Desktop Publishing	Certificate
E-Commerce	Certificate
Human Resource Associate	Certificate
Human Resources Management	Certificate
International Marketing – Asia, Europe, Latin America	Certificate
Management	Certificate
Office Administration – General	Certificate
Retail Sales Associate	Certificate



Retail Sales Excellence	Certificate
Small Business – Office Automation	Certificate
Web-Design Development and Maintenance	Certificate
Workplace Leadership	Certificate

## G. Resources

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### Associations and Other Professional Groups

All Business	<a href="http://www.allbusiness.com">www.allbusiness.com</a>
Alliance of Sector Councils	<a href="http://www.councils.org">www.councils.org</a>
Certified General Accountants of Ontario	<a href="http://www.cga-ontario.org">www.cga-ontario.org</a>
Certified Management Accountants of Ontario	<a href="http://www.cma-ontario.org">www.cma-ontario.org</a>
Chartered Accountants of Ontario	<a href="http://www.icao.on.ca">www.icao.on.ca</a>
Conference Board of Canada	<a href="http://www.conferenceboard.ca">www.conferenceboard.ca</a>
Ontario Association of Business Education Coordinators	<a href="http://www.oabec.org">www.oabec.org</a>
Ontario Business Educators' Association	<a href="http://www.obea.ca">www.obea.ca</a>
Ontario Cooperative Education Association	<a href="http://www.ocea.on.ca">www.ocea.on.ca</a>
Ontario Council for Technology Education (OCTE)	<a href="http://www.octe.on.ca">www.octe.on.ca</a>
Ontario School Counsellors' Association	<a href="http://www.osca.ca">www.osca.ca</a>
Retail Council of Canada	<a href="http://www.retailcouncil.org">www.retailcouncil.org</a>
Skills Canada	<a href="http://www.skillscanada.com">www.skillscanada.com</a>
Skills Canada-Ontario	<a href="http://www.skillsontario.com">www.skillsontario.com</a>

### Careers

Apprenticeship Search	<a href="http://www.apprenticesearch.com">www.apprenticesearch.com</a>
Canada Business (services for entrepreneurs)	<a href="http://www.canadabusiness.gc.ca">www.canadabusiness.gc.ca</a>
Canada Job Futures	<a href="http://www.jobfutures.ca">www.jobfutures.ca</a>
Canadian Business	<a href="http://www.canadianbusiness.com">www.canadianbusiness.com</a>
Canadian Franchise Association	<a href="http://www.cfa.ca">www.cfa.ca</a>
Canadian Youth Business Foundation	<a href="http://www.cybf.ca">www.cybf.ca</a>
Career Cruising	<a href="http://www.careercruising.com">www.careercruising.com</a>

CBC Learning	<a href="http://www.cbclearning.ca">www.cbclearning.ca</a>
Employment Ontario	<a href="http://www.edu.gov.on.ca/eng/tec/etlanding.html">www.edu.gov.on.ca/eng/tec/etlanding.html</a>
Job Bank	<a href="http://www.jobbank.gc.ca">www.jobbank.gc.ca</a>
Ontario Prospects	<a href="http://www.ontarioprospects.info">www.ontarioprospects.info</a>
Ontario Skills Passport (OSP)	<a href="http://skills.edu.gov.on.ca">http://skills.edu.gov.on.ca</a>
Ontario WorkInfoNet	<a href="http://www.onwin.ca/english">www.onwin.ca/english</a>
Statistics Canada	<a href="http://www.statcan.ca">www.statcan.ca</a>
Youth Opportunities Ontario	<a href="http://www.youthjobs.gov.on.ca">www.youthjobs.gov.on.ca</a>

### **Education/Government**

Applications of Working and Learning National Project	<a href="http://www.awal.ca/about.asp">www.awal.ca/about.asp</a>
Canadian Foundation for Economic Education	<a href="http://www.cfee.org">www.cfee.org</a>
Canadian Retail Institute	<a href="http://www.retaileducation.ca">www.retaileducation.ca</a>
Federal Resources for Educational Excellence	<a href="http://www.free.ed.gov/">www.free.ed.gov/</a>
Independent Learning Centre	<a href="http://www.ilc.org">www.ilc.org</a>
Industry Canada	<a href="http://www.ic.gc.ca/epic/site/ic1.nsf/en/home">www.ic.gc.ca/epic/site/ic1.nsf/en/home</a>
Ministry of Education	<a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a>
Ministry of Labour	<a href="http://www.labour.gov.on.ca">www.labour.gov.on.ca</a>
Ministry of Research and Innovation	<a href="http://www.mri.gov.on.ca">www.mri.gov.on.ca</a>
Ministry of Small Business and Entrepreneurship	<a href="http://www.sbe.gov.on.ca">www.sbe.gov.on.ca</a>
Ministry of Training, Colleges and Universities	<a href="http://www.edu.gov.on.ca/eng/tcu">www.edu.gov.on.ca/eng/tcu</a>
NECO Young Entrepreneurship Program	<a href="http://www.neco.on.ca/en">www.neco.on.ca/en</a>
Nortel LearniT.org	<a href="http://www.nortellearnit.org">www.nortellearnit.org</a>
Ontario College Application Service	<a href="http://www.ontariocolleges.ca">www.ontariocolleges.ca</a>
Ontario Universities' Application Centre	<a href="http://www.ouca.ca">www.ouca.ca</a>
Passport to Prosperity	<a href="http://www.edu.gov.on.ca/passport">www.edu.gov.on.ca/passport</a>
Site for online entrepreneurship resources	<a href="http://www.entrpreneurship.com">www.entrpreneurship.com</a>
Small Business Canada	<a href="http://sbinfocanada.about.com">http://sbinfocanada.about.com</a>
Strategis: Canada's Business and Consumer Site	<a href="http://www.strategis.ic.gc.ca">www.strategis.ic.gc.ca</a>
Towes: How Do Your Skills Measure Up? Skill Plan	<a href="http://measureup.towes.com">http://measureup.towes.com</a>

## Safety, Training, and Certifications

Canada Safety Council (CSC)	<a href="http://www.safety-council.org/">www.safety-council.org/</a>
Canadian Centre for Occupational Health and Safety (CCOHS)	<a href="http://www.ccohs.ca/">www.ccohs.ca/</a>
Canadian Red Cross Society	<a href="http://www.redcross.ca">www.redcross.ca</a>
Industrial Accident Prevention Association (IAPA)	<a href="http://www.iapa.ca">www.iapa.ca</a>
International Computers Driving Licence	<a href="http://www.icdl.ca">www.icdl.ca</a>
Learn 2 Type	<a href="http://www.learn2type.com">www.learn2type.com</a>
Live Safe! Work Smart!	<a href="http://www.livesafeworksmart.net">www.livesafeworksmart.net</a>
Ontario Tourism Education Corporation (OTEC)	<a href="http://www.otec.org">www.otec.org</a>
Passport to Safety	<a href="http://www.passporttosafety.com">www.passporttosafety.com</a>
Prevention Dynamics	<a href="http://www.preventiondynamics.com">www.preventiondynamics.com</a>
Smart Serve Ontario	<a href="http://smartserve.org">http://smartserve.org</a>
St. John Ambulance	<a href="http://www.sja.ca">www.sja.ca</a>
Successful Exhibiting	<a href="http://www.siskindtraining.com/newsletter.php">www.siskindtraining.com/ newsletter.php</a>
Virtual WHMIS	<a href="http://www.virtualwhmis.com">www.virtualwhmis.com</a>
Workplace Safety and Insurance Board (WSIB)	<a href="http://www.wsib.on.ca">www.wsib.on.ca</a>

## Other

### a) Competitions

COIN Ontario CA Challenge	<a href="http://www.ca2b.biz">www.ca2b.biz</a>
DECA (Distributive Education Clubs of America) Ontario	<a href="http://www.deca.ca">www.deca.ca</a>
Junior Achievement	<a href="http://www.jacan.org">www.jacan.org</a>
Nipissing University Stock Market Game	<a href="http://www.nipissingu.ca/smg">www.nipissingu.ca/smg</a>
Sprott Business Competition (SBC)	<a href="http://esprott.carleton.ca">http://esprott.carleton.ca</a>
Wilfrid Laurier University National Secondary School Competition	<a href="http://invest.wlu.ca/nss/index.html">http://invest.wlu.ca/nss/index.html</a>

### b) References

4HB	<a href="http://www.4hb.com">www.4hb.com</a>
Biz/ed	<a href="http://www.bized.co.uk">www.bized.co.uk</a>
Business Development Bank of Canada (BDC)	<a href="http://www.bdc.ca">www.bdc.ca</a>

<i>Business Week</i>	<a href="http://www.businessweek.com">www.businessweek.com</a>
Corporate Knights	<a href="http://www.corporateknights.ca">www.corporateknights.ca</a>
<i>The Globe and Mail</i>	<a href="http://www.theglobeandmail.com">www.theglobeandmail.com</a>
Intel Learning About Technology: The Journey Inside	<a href="http://www.intel.ca">www.intel.ca</a>
Investopedia	<a href="http://www.investopedia.com">www.investopedia.com</a>
Investor Education Fund	<a href="http://www.investored.ca">www.investored.ca</a>
Mazemaster	<a href="http://www.mazemaster.on.ca">www.mazemaster.on.ca</a>
<i>National Post</i>	<a href="http://www.nationalpost.com">www.nationalpost.com</a>
Toronto Stock Exchange	<a href="http://www.tsx.com">www.tsx.com</a>
c) Software	
Canadian Franchise Association	<a href="http://www.cfa.ca">www.cfa.ca</a>
GoVenture	<a href="http://www.goventure.net">www.goventure.net</a>
IBM Canada	<a href="http://www.ibm.ca">www.ibm.ca</a>
Intuit Canada (QuickBooks, QuickTax)	<a href="http://www.intuiteducation.ca">www.intuiteducation.ca</a>
Microsoft	<a href="http://www.microsoft.ca">www.microsoft.ca</a>
Sage Accpac	<a href="http://sageaccpac.com">http://sageaccpac.com</a>
Simply Accounting by Sage	<a href="http://www.simplyaccounting.com">www.simplyaccounting.com</a>

## H. Appendices

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### **Appendix A: Contextualized Learning Activities (CLAs) for the Specialist High Skills Majors**

For the “other required credits” in the bundle of credits, students in a Specialist High Skills Major program must complete learning activities that are contextualized to the knowledge and skills relevant to the economic sector of the SHSM. Contextualized learning activities (CLAs) address curriculum expectations in these courses.

CLAs must take a minimum of 6 hours to complete. Boards may choose to develop one activity that takes 6 hours to complete or two or more activities that together take a minimum of 6 hours to complete.

This template must be used to describe the CLAs. The completed form must be submitted to the Ministry of Education for approval.

**Contextualized Learning Activity (CLA) Template***Submit all material in Microsoft Word.***Contact Information**

Board: \_\_\_\_\_

Development date: \_\_\_\_\_

Contact person: \_\_\_\_\_

Position: \_\_\_\_\_

Phone: (     ) \_\_\_\_\_ - \_\_\_\_\_ Fax: (     ) \_\_\_\_\_ - \_\_\_\_\_ E-mail: \_\_\_\_\_

Specialist High Skills Major	
Course code and course title	
Name of contextualized learning activity/activities	

(continued)

## Appendix A (continued)

Brief description of contextualized learning activity/activities	
Duration	(A minimum of 6 hours to complete the CLA(s) is required.)
Overall expectations	(Identify the overall expectation(s) to be assessed and/or evaluated through the CLA(s). Include strand title(s).)
Specific expectations	(Identify the specific expectations related to the above overall expectation(s) that are addressed in the instructional and assessment strategies of the CLA(s). Include strand title(s) and suborganizer(s).)
Essential Skills and work habits from the OSP	(List the Essential Skills and work habits from the OSP that are addressed in the CLA(s).)
Catholic graduate expectations (if applicable)	



**Instructional/Assessment Strategies**

**Teacher's Notes** *(Provide suggestions that will assist the teacher in delivering the CLA(s). For example, remind teachers to make sure that handouts, such as authentic workplace materials/documents used by the sector, are available for the activity.)*

**Context** *(Describe the workplace context for the activity/activities.)*

**Strategies** *(In point form, describe the sequence of instructional and assessment strategies that will support the intended learning. Attach all student handouts and worksheets.)*

## Assessment and Evaluation of Student Achievement – Summary

*(List all assessment and evaluation strategies and tasks, based on the strategies identified in the preceding section. Attach checklists, rubrics, correction keys, etc.)*

Strategies/Tasks <i>(add rows as required)</i>	Purpose Assessment for learning (diagnostic, formative) OR Assessment of learning (summative; for evaluation)
1.	
2.	
3.	
4.	
5.	
6.	

## Additional Notes/Comments/Explanations

*(Provide additional suggestions for teachers that will help them deliver the CLA(s).)*

## Resources

*(List all the resources needed to support the implementation of the CLA(s).)*

**Authentic Workplace Materials** (e.g., blueprints, workplace manuals, specification sheets, spreadsheets)

**Human Resources**

**Print**

**Video/DVD**

**Software**

**Websites**

**Other**

**Accommodations**

*(List instructional, environmental, and assessment accommodations.)*

**List of Attachments**

*(Attach all related materials, e.g., student worksheets, tests, rubrics.)*

## Appendix B: Forms of Experiential Learning and Related Programs

Length	Credit Value	Description	Key Elements
<b>Job shadowing</b>			
1/2 to 1 day (in some cases, up to 3 days)	none	one-on-one observation of a worker at a place of employment	<ul style="list-style-type: none"> <li>involves the pairing of a student with a worker in a specific occupation</li> <li>may be integrated with a credit course</li> <li>may be part of a student's school-work transition program</li> </ul>
<b>Job twinning</b>			
1/2 to 1 day	none	one-on-one observation of a cooperative education student at his or her placement	<ul style="list-style-type: none"> <li>involves the pairing of a student with a cooperative education student</li> <li>may be integrated with a credit course</li> <li>may be part of a student's school-work transition program</li> </ul>
<b>Work experience</b>			
1–4 weeks	none	a planned learning opportunity, within any credit course, that provides students with relatively short-term work experiences, usually of one or two weeks' duration and not exceeding four weeks	<ul style="list-style-type: none"> <li>involves a short-term, subject-related work placement</li> <li>forms an integral part of a specific credit course</li> <li>requires pre-placement orientation</li> <li>requires a personalized placement learning plan</li> </ul>
<b>Virtual work experience</b>			
the equivalent of 1–4 weeks	none	a simulated work experience, within any credit course, that allows students, including students who receive a special education program or services and students in rural areas, to take advantage of a greater variety of experiences than those available in the local economy	<ul style="list-style-type: none"> <li>involves a short-term, subject-related virtual work placement facilitated through the use of computer software and the Internet</li> <li>forms an integral part of a specific credit course</li> <li>requires pre-placement orientation</li> <li>requires a personalized placement learning plan</li> </ul>
<b>Cooperative education</b>			
full term (year or semester)	1 credit per 110-hour cooperative education credit course successfully completed	a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course	<ul style="list-style-type: none"> <li>requires a personalized placement learning plan</li> <li>involves the earning of credits</li> <li>requires 15 hours of pre-placement instruction</li> <li>is monitored by the cooperative education teacher</li> <li>has a classroom and a workplace component</li> <li>involves reflective learning</li> <li>requires 7 hours of integration per co-op credit</li> </ul>

(continued)

## Appendix B (continued)

Length	Credit Value	Description	Key Elements
<b>School-work transition programs</b>			
varies, but typically not less than 2 years (3–4 semesters over Grades 11 and 12)	varies with type of planned workplace experience	a combination of school- and work-based education and training involving a variety of learning opportunities	<ul style="list-style-type: none"> <li>• is oriented towards students who will be entering the workforce directly after high school</li> <li>• involves the development of partnerships with employers</li> <li>• involves the enhancement of curriculum with input from employers</li> <li>• involves the earning of cooperative education credits</li> </ul>
<b>Ontario Youth Apprenticeship Program (OYAP)</b>			
varies, but typically not less than 2 years (3–4 semesters over Grades 11 and 12)	varies with opportunities	an opportunity for a student to meet diploma requirements while participating in an apprenticeship occupation	<ul style="list-style-type: none"> <li>• is designed for students 16 years of age and older who have already earned 16 credits towards the OSSD</li> <li>• may involve the student's registration in an apprenticeship</li> <li>• requires documentation by the student and trainer regarding trade-specific competencies acquired</li> <li>• involves the earning of cooperative education credits</li> </ul>

(From Ontario Ministry of Education, *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*, 2000, pp. 7–8)

**Appendix C: Minimum Age to Work in and Visit Ontario Workplaces<sup>1</sup>**

Specialist High Skills Major <sup>2</sup>	Type of Workplace	Minimum Age to Work	Minimum Age to Visit / Conditions for Visiting <sup>3</sup>
<ul style="list-style-type: none"> <li>• Arts and Culture</li> <li>• Business</li> <li>• Health and Wellness</li> <li>• Hospitality and Tourism</li> </ul>	Industrial establishments, <sup>4</sup> such as offices, stores, arenas, restaurant serving areas	14	The regulation governing industrial establishments (Reg. 851, R.R.O. 1990) made under the OHSA sets out minimum age restrictions for workers, covering workplaces such as offices, stores, arenas, restaurants, and factories. However, the regulation states that people younger than the specified minimum age to work may <i>visit</i> (but not <i>work in</i> ) these establishments if:
<ul style="list-style-type: none"> <li>• Business</li> <li>• Hospitality and Tourism</li> <li>• Manufacturing</li> <li>• Transportation</li> </ul>	Most factories, <sup>5</sup> including restaurants and any commercial kitchens, automotive service garages, produce and meat preparation or shipping and receiving areas in grocery stores, laundries, and warehouses	15	<ul style="list-style-type: none"> <li>• they are accompanied by a person who has attained the age of majority (i.e., 18 years of age);</li> <li>• they are being guided on a tour of the industrial establishment (e.g., office, store, arena, or factory);</li> <li>• they are in an area of the industrial establishment used for sales purposes; or</li> <li>• they are in an area of the establishment to which the public generally has access.</li> </ul>
<ul style="list-style-type: none"> <li>• Forestry</li> </ul>	Logging operations <sup>6</sup>	16	
<ul style="list-style-type: none"> <li>• Construction</li> </ul>	Construction project <sup>7</sup>	16	Under the regulation governing construction projects (O. Reg. 213/91) made under the OHSA, 16 is the minimum age to work on or to visit any construction project. A person under the age of 16 may <i>visit</i> a construction site <i>only when work is not being performed there</i> . (Note that the definitions of <i>construction</i> and <i>construction project</i> include a wide variety of types of work and workplaces. It is important to review the definitions carefully. See note 7, below.)

All notes appear on pages 38–40.

(continued)

## Appendix C (continued)

Specialist High Skills Major <sup>2</sup>	Type of Workplace	Minimum Age to Work	Minimum Age to Visit / Conditions for Visiting <sup>3</sup>
• Mining	Surface mines, <sup>8</sup> mining plants <sup>9</sup>  Underground mine  Working face of a surface mine	16  18  18	The regulation governing mines and mining plants (Reg. 854, R.R.O. 1990) made under the OHSA allows for tours or visits to mines and mining plants by persons who are younger than the specified minimum age to work if they are accompanied by and under the direction of a guide.
• Agriculture • Arts and Culture • Environment • Health and Wellness • Horticulture and Landscaping	Certain workplaces (or parts thereof) may be covered, with respect to age restrictions, by regulations governing other sectors. For example, see the industrial establishments regulation (Reg. 851, R.R.O. 1990).		
• Construction • Manufacturing	Window cleaning	18	Not applicable.  (The regulation governing window cleaning is Reg. 859, R.R.O. 1990.)

## Notes to Appendix C

1. As specified in regulations made under the Occupational Health and Safety Act (OHSA). Other statutes and regulations made under those statutes also set minimum ages for various occupations.

In addition, some workplaces have established their own, *more stringent* minimum ages for employment. For instance, some retail establishments and restaurant chains will not hire anyone under the age of 16, even though the legislated minimum age limit is lower. Similarly, some industrial establishments, and other workplaces that require the use of heavy equipment or machinery, will not hire anyone under the age of 18, even though the legislated minimum age limit might be lower. Such in-house minimum age requirements may be acceptable, as long as the limits do not conflict with the Ontario Human Rights Code or other applicable law.

2. Column 1 identifies the Specialist High Skills Majors with which the workplace categories in column 2 may be associated. Note, however, that some specialist programs may involve workplaces identified in more than one category (e.g., a business program may involve offices, factories, and construction sites). When using this chart to verify compliance



- with minimum age to work and visit requirements, always refer to the particular type of workplaces involved in the program (column 2), not to the sector to which the program relates (column 1).
3. Under certain conditions, as identified in this table, persons younger than the minimum age to work may visit, *but not work in*, certain workplaces.
  4. According to the OHSA, **industrial establishment** means an office building, factory, arena, shop or office, and any land, buildings and structures appertaining thereto.
  5. According to the OHSA, **factory** means
    - a) a building or place other than a mine, mining plant or place where homework is carried on, where,
      - i) any manufacturing process or assembling in connection with the manufacturing of any goods or products is carried on,
      - ii) in preparing, inspecting, manufacturing, finishing, repairing, warehousing, cleaning or adapting for hire or sale any substance, article or thing, energy is,
        - (A) used to work with any machinery or device, or
        - (B) modified in any manner,
      - iii) any work is performed by way of trade or for the purposes of gain in or incidental to the making of any goods, substance, article or thing or part thereof,
      - iv) any work is performed by way of trade or for the purposes of gain in or incidental to the altering, demolishing, repairing, maintaining, ornamenting, finishing, storing, cleaning, washing or adapting for sale of any goods, substance, article or thing, or
      - v) aircraft, locomotives, or vehicles used for private or public transport are maintained,
    - b) a laundry including a laundry operated in conjunction with,
      - i) a public or private hospital,
      - ii) a hotel, or
      - iii) a public or private institution for religious, charitable or educational purposes, and
    - c) a logging operation.
  6. According to the OHSA, **logging** means the operation of felling or trimming trees for commercial or industrial purposes or for the clearing of land, and includes the measuring, storing, transporting or floating of logs, the maintenance of haul roads, scarification, the carrying out of planned burns and the practice of silviculture.
  7. According to the OHSA, **construction** includes erection, alteration, repair, dismantling, demolition, structural maintenance, painting, land clearing, earth moving, grading, excavating, trenching, digging, boring, drilling, blasting or concreting, the installation of any machinery or plant, and any work or undertaking in connection with a project but does not include any work or undertaking underground in a mine.

**Project** means a construction project, whether public or private, including,

- a) the construction of a building, bridge, structure, industrial establishment, mining plant, shaft, tunnel, caisson, trench, excavation, highway, railway, street, runway, parking lot, cofferdam, conduit, sewer, water main, service connection, telegraph, telephone or electrical cable, pipe line, duct or well, or any combination thereof,
  - b) the moving of a building or structure, and
  - c) any work or undertaking, or any lands or appurtenances used in connection with construction.
8. According to the OHSA, **mine** means any work or undertaking for the purpose of opening up, proving, removing or extracting any metallic or non-metallic mineral or mineral-bearing substance, rock, earth, clay, sand or gravel.
9. According to the OHSA, **mining plant** means any roasting or smelting furnace, concentrator, mill or place used for or in connection with washing, crushing, grinding, sifting, reducing, leaching, roasting, smelting, refining, treating or research on any substance mentioned in the definition of "mine" (see note 8, above).

# ***Program Profiles***

## Program Profile: **Conseil des écoles publiques de l'Est de l'Ontario**

<b>Name of Initiative</b>	<b>Integrated Training in Management, Marketing, and Entrepreneurship</b>
<b>Brief description</b>	This program is offered in partnership with Conseil des écoles catholiques de langue française du Centre-Est (CECLFCE) and Conseil scolaire de district catholique de l'Est ontarien (CSDCEO). The SHSM has four areas of focus: entrepreneurship, finance, marketing, and project management. Student have opportunities to engage in learning experiences that will enable them to make contacts, network, and acquire skills that will be useful for working in the business sector.
<b>Number of students</b>	94
<b>Board</b>	<b>Conseil des écoles publiques de l'Est de l'Ontario (CEPEO)</b> 2445, boulevard St-Laurent Ottawa ON K1G 6C3
<b>Board contact</b>	Name: Suzanne Moncion Title: Surintendante de l'éducation Phone: 613-742-8960 ext. 3845 Fax: 613-842-8740 E-mail: Suzanne.moncion@cepeo.on.ca
<b>School</b>	<b>CEFEO – Centre d'éducation et de formation de l'Est ontarien</b> 750, rue Principale Casselman ON K0A 1M0
<b>School contact</b>	Name: Michel Racicot Title: Directeur Phone: 613-764-1941 Fax: 613-764-3135 E-mail: racimi@csdceo.on.ca
<b>Partners:</b>	
<b>Business/Community</b>	Caisse populaire d'Orléans
<b>College</b>	La Cité collégiale
<b>University</b>	Université d'Ottawa

## Program Profile: **Conseil scolaire de district catholique de l'Est ontarien**

<b>Name of Initiative</b>	<b>Business and Entrepreneurship</b>
<b>Brief description</b>	This program is offered in partnership with Conseil des écoles publiques de l'Est de l'Ontario (CEPEO), Conseil des écoles catholiques de langue française du Centre-Est (CECLFCE), Campus d'Alfred, La Cité collégiale, and l'Université d'Ottawa. In addition to enabling students to meet the requirements of the OSSD and easing the transition to their chosen postsecondary destination, this SHSM provides students with pathways that will enable them to develop Essential Skills and engage in learning experiences that will be useful for working in the business sector.
<b>Number of students</b>	25-40
<b>Board</b>	Conseil scolaire de district catholique de l'Est ontarien (CSDCEO) 875, chemin de comté 17 L'Orignal ON K0B 1K0
<b>Board contact</b>	Name: Céline Cadieux Title: Surintendante de l'éducation Phone: 613-675-4691 Fax: 613-675-2789 E-mail: cadice@csdceo.on.ca
<b>School</b>	CEFEO – Centre d'éducation et de formation de l'Est ontarien 750, rue Principale Casselman ON K0A 1M0
<b>School contact</b>	Name: Michel Racicot Title: Directeur Phone: 613-764-1941 Fax: 613-764-3135 E-mail: racimi@csdceo.on.ca
<b>Partners:</b>	
<b>Business/Community</b>	<ul style="list-style-type: none"> <li>• Caisse populaire Desjardins</li> <li>• Carkner – Buro plus</li> <li>• Deloitte &amp; Touche</li> <li>• Groupe Financier Hamon, Inc.</li> <li>• Montfort Hospital</li> </ul>
<b>College</b>	La Cité collégiale
<b>Universities</b>	<ul style="list-style-type: none"> <li>• Campus d'Alfred – Université de Guelph</li> <li>• Université d'Ottawa</li> </ul>

## Program Profile: Conseil scolaire catholique Franco-Nord

<b>Name of Initiative</b>	<b>Business and Entrepreneurship</b>
<b>Brief description</b>	This SHSM in business enables students to personalize their high school experience to reflect their talents and areas of interest. As well as meeting the requirements of the OSSD, students will be preparing themselves for a successful transition to their chosen postsecondary destination. The region of <i>Ciel bleu</i> (the Blue Sky Region) lends itself to entrepreneurship and business, notably in the tourism sector, and has numerous small and medium-sized businesses.
<b>Number of students</b>	20
<b>Board</b>	Conseil scolaire catholique Franco-Nord (CSCFN) 681-C, rue Chippewa Ouest North Bay ON P1B 6G8
<b>Board contact</b>	Name: Gisèle Landriault Title: Surintendante Phone: 705-472-1702 ext. 237 Fax: 705-474-3824 E-mail: landriag@franco-nord.ca
<b>School</b>	École secondaire catholique Algonquin 556, avenue Algonquin North Bay ON P1B 4W8
<b>School contact</b>	Name: Grégoire Lefebvre Title: Directeur Phone: 705-472-8240 Fax: 705-472-8476 E-mail: lefebvrg@franco-nord.ca
<b>Partners:</b>	
<b>Business/Community</b>	City of North Bay
<b>College</b>	Collège Boréal
<b>University</b>	Université Laurentienne

## Program Profile: Halton District School Board / Halton Catholic District School Board

<b>Name of Initiative</b>	<b>Business and Entrepreneurial Skills Training (BEST) Program</b>
<b>Brief description</b>	BEST, an integrated business and entrepreneurial studies program, facilitates students' success in various postsecondary destinations related to the business sector. The BEST learning environment offers integrated cross-curricular course delivery, focusing on case study analysis and problem-solving skills to develop successful business students.
<b>Number of students</b>	30-40
<b>Board 1</b>	<b>Halton District School Board</b> 2050 Guelph Line Burlington ON L7R 3Z2
<b>Board contact</b>	Name: Dave Lewis Title: Pathways, Co-op and Guidance Coordinator Phone: 905-335-3663 ext. 2225 Fax: 905-332-1891 E-mail: lewisd@hdsb.ca
<b>Board 2</b>	<b>Halton Catholic District School Board</b> 802 Drury Lane Burlington ON L7R 2Y2
<b>Board contact</b>	Name: Rob DeRubeis Title: Curriculum Consultant – Technological Studies Phone: 905-632-6314 Fax: 905-632-5417 E-mail: derubeisr@hcdsb.org
<b>School 1</b>	<b>Gary Allan High School</b> 215 Ontario St South Milton ON L9T 4N5
<b>School contact</b>	Name: David Boag Title: Principal Phone: 905-632-2944 Fax: 905-637-5390 E-mail: boagd@hdsb.ca

**School 2****Abbey Park Secondary School**

1455 Glen Abbey Gate

Oakville ON L6M 2V7

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**School contact**

Name: Regan Heffernan

Title: Principal

Phone: 905-827-4101

Fax: 905-825-5265

E-mail: heffernanr@hdsb.ca

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**Additional contact**

Name: Kim Wallace

Title: Coordinator

Phone: 905-335-3663

Fax: 905-332-1891

E-mail: wallacek@hdsb.ca

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**Partners:****Business/Community**

- Halton Region – Business Development Centre
- Ministry of Small Business and Entrepreneurship: Youth Programs – Entrepreneurships Branch
- Young Women Entrepreneurs Conference

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**College**

Sheridan College



## Program Profile: Near North District School Board

<b>Name of Initiative</b>	<b>It's Our Business</b>
<b>Brief description</b>	It's Our Business focuses on developing management skills and leadership abilities for students entering the fields of business and entrepreneurship by emphasizing work experience in the school store and in the community. Students are actively engaged in additional business functions such as designing innovative products and services, organizing human and financial resources, creating marketing plans, and developing effective teamwork and management skills.
<b>Number of students</b>	42
<b>Board</b>	<b>Near North District School Board</b> 963 Airport Rd PO Box 3110 North Bay ON P1B 8H1
<b>Board contact</b>	Name: Karin Podlatis-Brown Title: Secondary Program Coordinator/SHSM Coordinator Phone: 705-472-7015 ext. 5066 Fax: 705-472-9927 E-mail: podlatisk@nearnorthschools.ca
<b>School</b>	<b>Chippewa Secondary School</b> 539 Chippewa St West North Bay ON P1B 6G8
<b>School contact</b>	Name: Mary Beth Hurley Title: Business Department Head and SHSM Lead Phone: 705-472-4010 Fax: 705-474-2120 E-mail: hurleym@nearnorthschools.ca
<b>Partners:</b>	
<b>Business/Community</b>	<ul style="list-style-type: none"> <li>• Downtown Improvement Area, City of North Bay</li> <li>• Results Media</li> <li>• Rotary Club of North Bay</li> <li>• Royal Bank of Canada</li> <li>• The Capitol Centre (non-profit)</li> <li>• VS Accounting</li> </ul>
<b>College</b>	Canadore College
<b>University</b>	Nipissing University

## Program Profile: Ottawa Catholic School Board

**Name of Initiative**      **Make It Your Business**

**Brief description**      The program focus provides students with the opportunity to explore and gain experience in the areas of accounting, marketing, and entrepreneurship. Students are engaged in activities such as creating marketing plans, developing products and services, understanding the importance of financial controls, and developing effective teamwork and communication skills. The program includes access to real-world experience through the local business community. Students have the opportunity to participate in industry tours, conferences, presentations, and business competitions.

**Number of students**      25

**Board**      **Ottawa Catholic School Board**  
570 West Hunt Club Rd  
Ottawa ON K2G 3R4

**Board contact**      Name: Hazel Lambert  
Title: Principal of Pathways to Success  
Phone: 613-224-2222  
Fax: 613-225-4284  
E-mail: hazel.lambert@ottawacatholicschools.ca

**School**      **All Saints Catholic High School**  
5115 Kanata Ave  
Ottawa ON K2K 3K5

**School contact**      Name: Tom Kennedy  
Title: Business Department Head  
Phone: 613-271-4254  
Fax: 613-591-8127  
E-mail: tom.kennedy@ottawacatholicschools.ca

**Partners:**

**Business/Community**      • Dell Canada, Inc.  
• Ottawa Centre for Research and Innovation

**College**      Algonquin College

**University**      Carleton University

## Program Profile: Peel District School Board

**Name of Initiative** SHSM-Business

**Brief description** This SHSM focuses on helping students explore their interests and find connections between their studies and their career aspirations in the field of business. The program specializes in three key areas of business: technology, finance, and management. Students are actively engaged in business challenges and opportunities such as preparing and presenting business plans for the export of products and services to markets throughout the world, organizing and analysing financial resources to optimize business success, creating marketing plans, and developing effective teamwork and management skills for a twenty-first-century workplace. Students in the SHSM program meet with business representatives to discuss their career and business plans.

**Number of students** 30

**Board** Peel District School Board  
5650 Hurontario St  
Mississauga ON L5R 1C6

**Board contact** Name: Rebecca Crouse  
Title: Instructional Coordinator, Secondary  
Phone: 905-890-1010 ext. 2557  
E-mail: rebecca.crouse@peelsb.com

**School** Central Peel Secondary School  
32 Kennedy Rd North  
Brampton ON L6V 1X4

**School contact** Name: Joy Squire  
Title: Principal  
Phone: 905-451-0432  
Fax: 905-451-4763  
E-mail: joy.squire@peelsb.com

### Partners:

**Business/Community**

- Brampton Board of Trade
- Certified General Accountants Ontario
- Red Lemon
- The Corporate Cure
- Truth Hardware

**College** Sheridan College

## Program Profile: Peel District School Board

**Name of Initiative** SHSM-Business

**Brief description** The program is focused on entrepreneurship and designed for students who are planning on starting or running their own business, or who will become employees within an organization. Students develop a deeper understanding of what it takes to run a successful business, including business plan development, financing, document production and management, strategic planning, and organizational behaviour and management. In addition, students develop communication, organizational, teamwork, time management, and leadership skills. Students have opportunities to interact with entrepreneurs, experience entrepreneurship in action, and receive feedback on their ideas and plans.

**Number of students** 30

**Board** Peel District School Board  
5650 Hurontario St  
Mississauga ON L5R 1C6

**Board contact** Name: Rebecca Crouse  
Title: Instructional Coordinator, Secondary  
Phone: 905-890-1010 ext. 2557  
E-mail: rebecca.crouse@peelsb.com

**School** Harold M. Brathwaite Secondary School  
415 Great Lakes Dr  
Brampton ON L6R 2Z4

**School contacts** Name: Cathy Darmanin  
Title: Head of Business and Career Studies  
Phone: 905-793-2155 ext. 423  
E-mail: cathy.darmanin@peelsb.com  
  
Name: Maria Staring  
Title: Teacher, Cooperative Education and Business  
Phone: 905-793-2155 ext. 450  
E-mail: maria.staring@peelsb.com

### Partners:

**Business/Community**

- Canadian Youth Business Foundation
- Junior Achievement Canada
- Small Business Enterprise Centre, City of Brampton

**College** George Brown College

**University** Wilfrid Laurier University

## Program Profile: Rainbow District School Board

### Name of Initiative

Management Certificate

### Brief description

The program provides students with knowledge of the world of business by supporting opportunities to explore various areas of business and commerce, including accounting, organizational behaviour, marketing, and economics. Students operate a school-based store and use digital audio and video technology to market items in the store, at school events and activities, to school teams, and in the school cafeteria. Students develop communication, analytical, and creative problem-solving skills by integrating academic theory with hands-on experiential learning opportunities. They participate in a speaker series presented during the lunch hour and are paired with a mentor from the business community, and with their mentor's guidance run their own business. Additionally, students take an active role in the Sudbury Regional Business Centre's "After Business" workshop series.

### Number of students

45

### Board

Rainbow District School Board

69 Young St

Sudbury ON P3E 3G5

### Board contacts

Name: Theresa Kelly

Title: Student Success Leader

Phone: 705-523-3308 ext. 226

Fax: 705-523-3314

E-mail: kellyt@rainbowschools.ca

Name: Sheila Giroux

Title: Program Coordinator, Grades 7-12

Phone: 705-523-3308 ext. 210

Fax: 705-523-3314

E-mail: girouxs@rainbowschools.ca

### School 1

Lasalle Secondary School

1545 Kennedy St

Sudbury ON P3A 2G1

### School contact

Name: Ada Della Penta

Title: Principal

Phone: 705-566-2280

Fax: 705-566-1008

E-mail: dellapa@rainbowschools.ca

**School 2**                      **Sudbury Secondary School**  
85 Mackenzie Street  
Sudbury ON P3C 4Y2

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**School contact**            Name: Paul Camillo  
Title: Principal  
Phone: 705-674-7551  
Fax: 705-674-5388  
E-mail: camillp@rainbowschools.ca

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**Partners:**

**Business/Community**

- A Buck or Two
- Business Development Bank of Canada
- CANpress
- Lloyd Research Group
- Peak Promotional Centre
- Sudbury Regional Business Centre

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**College**                      Cambrian College

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**University**                      Laurentian University

## Program Profile: Toronto District School Board

**Name of Initiative**      **Business Finance**

**Brief description**      Students develop the necessary skills to record and analyse financial information. They are actively engaged in business functions such as designing innovative products and services, organizing human and financial resources, creating business/marketing plans, and developing effective teamwork and management skills. Many of these skills are acquired through activities with various community agency partners. Learning is enhanced through computer simulations and various competitions that provide leadership development opportunities.

**Number of students**      15

**Board**      **Toronto District School Board**  
5050 Yonge St  
Toronto ON M2N 5N8

**Board contact**      Name: Bernadette Shaw  
Title: Central Coordinating Principal, Experiential Learning  
Phone: 416-396-7106  
Fax: 416-396-6018  
E-mail: Bernadette.Shaw@tdsb.on.ca

**School**      **L'Amoreaux Collegiate**  
2501 Bridletown Circle  
Toronto ON M1W 2K1

**School contact**      Name: Elizabeth Mayhew  
Title: Vice-Principal  
Phone: 416-396-6745  
Fax: 416-396-6753  
E-mail: Elizabeth.mayhew@tdsb.on.ca

### **Partners**

**Business/Community**      • Danforth Business Improvement Association  
• Jobstart  
• Junior Achievement

**Colleges**      • Centennial College  
• George Brown College

## Program Profile: Toronto District School Board

**Name of Initiative**      **Entrepreneurship**

**Brief description**      The program includes an emphasis on both small business ventures and business in the global economy. The elements of entrepreneurship are integrated in all aspects of the curriculum, with a concentration on leadership, information technology, and business management skills. Students are actively engaged in business functions such as designing innovative products and services, organizing human and financial resources, creating marketing plans, and developing effective teamwork and management skills. Skills and knowledge are applied through students running their own business ventures and working with organizations such as Junior Achievement.

**Number of students**      15

**Board**      **Toronto District School Board**  
5050 Yonge St  
Toronto ON M2N 5N8

**Board contact**      Name: Bernadette Shaw  
Title: Central Coordinating Principal, Experiential Learning  
Phone: 416-396-7106  
Fax: 416-396-6018  
E-mail: Bernadette.Shaw@tdsb.on.ca

**School**      **Scarlett Heights Entrepreneurial Academy**  
15 Treehorne Dr  
Toronto ON M9P 1N8

**School contact**      Name: Adrian Graham  
Title: Principal  
Phone: 416-394-7750  
Fax: 416-394-7928  
E-mail: Adrian.graham@tdsb.on.ca

### Partners:

**Business/Community**      • Danforth Business Improvement Association  
• Jobstart  
• Junior Achievement

**Colleges**      • Centennial College  
• George Brown College



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<b>Name of Initiative</b>	<b>Sports Marketing</b>
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<b>Brief description</b>	The focus of the program is on marketing and event planning in the sports and entertainment industries within the areas of marketing, sales and service excellence, accounting, entrepreneurship, and business and communications technology. Students are actively involved in planning, organizing, marketing, and producing sports and entertainment events, including large-scale tournaments, high-profile single-day events, and multi-day festivals such as the annual "Taste of the Danforth". Students develop skills and knowledge by applying their classroom learning through working directly with the event planning and marketing teams for community and school events.
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<b>Number of students</b>	15
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<b>Board</b>	<b>Toronto District School Board</b> 5050 Yonge St Toronto ON M2N 5N8
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<b>Board contact</b>	Name: Bernadette Shaw Title: Central Coordinating Principal, Experiential Learning Phone: 416-396-7106 Fax: 416-396-6018 E-mail: Bernadette.Shaw@tdsb.on.ca
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<b>School</b>	<b>Eastern Commerce Collegiate Institute</b> 16 Phinn Ave Toronto ON M4J 3T2
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<b>School contact</b>	Name: Kenn Harvey Title: Vice-Principal Phone: 416-393-0230 Fax: 416-393-0231 E-mail: Kenn.harvey@tdsb.on.ca
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**Partners:**

<b>Business/Community</b>	<ul style="list-style-type: none"><li>• Danforth Business Improvement Association</li><li>• Jobstart</li><li>• Junior Achievement</li></ul>
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<b>Colleges</b>	<ul style="list-style-type: none"><li>• Centennial College</li><li>• George Brown College</li></ul>
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